

CHAPTER ONE

INTRODUCTION

This is the research study entitled "Teachers' Beliefs on Learner Autonomy in Learning English". This is the first chapter which consists of background of the stud, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of key terms.

1.1 Background of the Study

The teachers who want to promote the development of learner autonomy must do three things: First, they must involve their learners in their own learning, giving them ownership of learning objectives and the learning process.

Secondly, they must get their learners to reflect about learning and about the target language. Thirdly, teachers must engage their learners in appropriate target language use, which includes the language of reflection and assessment (Little, 2007, p.15).

The concept of learner autonomy has been a key area of research in foreign language teaching in recent years. There are a lot of remarks about what learner autonomy is, the rationale for promoting it, and its implications for teaching and learning. Some scholars like Little 1991, Cotterall 1995 and Benson 1997 claim that learner autonomy improves the language learning quality and makes individuals ready for life long learning. It is also argued that, it helps learners to use learning opportunities inside and outside the classroom in a best way.

In basic terms autonomy is defined as one's taking the responsibility for learning. However, this is not as simple as it may look. In our context, language teachers' attitude and beliefs about learner autonomy is actually not known and language teachers somehow ignore this area. There is a significant gap about

the influence that teachers' beliefs have on how they teach and in particular, how they concern for promoting learner autonomy. It is clear cut that teachers have to play a crucial role to make his/her learners autonomous by applying situational strategies, techniques and activities in effective manner while teaching in language classroom.

1.2 Statement of the Problem

Traditionally, teaching and learning English in our context is limited to 'giving students of fish' and far from 'teaching how to fish', that is, the main tasks of the teacher is to transmit the knowledge to his/her students (Trinch 2005) rather than encouraging students to become autonomous in their learning. In the context of Nepal, teachers are considered as masters of knowledge in the classroom. In the classroom, students tend to be very passive and dependent upon their teachers for learning. Students are in class to receive knowledge rather than to construct it. In the classroom, the students are not allowed to confront teachers directly. As a result of this system learners tend not to be supported in developing learner autonomy during the educational process.

The learner autonomy is one of the curious area of language learning to explore how learners become independent in second language acquisition. There are some statements which are jotted below:

1. In most of the institutions teachers and students are not responsible for their roles.
2. In Nepalese scenario there is a trend of formal education which is the prime focus i.e. they do not take care of other activities that make learners autonomous.
3. Teacher beliefs of autonomous learning activities and other self access materials inside and outside the classroom.

Because of these aforementioned problems, I am quite interested in carrying out a research on this topic.

1.3 Objectives of the Study

The present research study has the following objectives:

- a) To find out teachers' beliefs on learner autonomy.
- b) To explore EFL teachers' beliefs of their responsibilities and approaches to foster learner autonomy in learning English.
- c) To recommend some pedagogical implications.

1.4 Research Questions

The following research questions will be addressed by the study.

1. What are Nepalese EFL teachers' beliefs on learner autonomy?
2. How do English language teachers view learner autonomy in EFL context in Nepal ?
3. To what extent do teachers say they actually promote learner autonomy?
4. To what extent do teachers feel their learners are autonomous ?

1.5 Significance of the Study

The current research makes a contribution to understanding how teachers' beliefs about learners autonomy are manifested into teaching practices in teaching learning situations in Nepal. Thus, the current research adds new understandings of teachers' beliefs about learner autonomy to the growing, yet limited literature, and provides an opportunity for teachers, students, parents, policy makers and the wider community to gain insight into this phenomenon. The researcher contributes to formulating future interventions to change the attitude towards learner autonomy for school officials who can assist with reforming programmes in the country. Typically, it is expected that much of the benefits from this research work will be gained by the teachers who have been centrally prioritized throughout the study. The teachers will be benefited in the

sense that they are the core of the study and they will be conscious of their own weaknesses and will bring some necessary changes in their teaching and promoting learner autonomy.

1.6 Delimitations of the Study

The scope of the study will be limited on the following points:

1. The study was limited to the higher secondary level English teachers.
2. The area of the study was Kathmandu and Lalitpur districts.
3. The study was confined to 30 English teachers of higher secondary level.
4. The data collection tool was questionnaire only.
5. The study was based on only purposive non-random sampling procedure.

1.7 Operational Definitions of the Key Terms

Learner Autonomy: Higher secondary level English teachers' beliefs of their students ability to act and make decisions without being controlled by anyone else or it is a situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementations of these decisions.

Teachers' Beliefs: Higher secondary level English teachers' strong feelings or opinions about something; something that they think is true.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of review of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of Theoretical Literature

This sub-title deals with different theoretical perspectives related to the factors those directly or indirectly associated with the study and reviews literature on different topics relating to teacher beliefs of learner autonomy. This chapter begins as follows:

2.1.1 Concept of Autonomy

The past 30 years has viewed a considerable amount of literature developed to define the concept of learner autonomy, classify the approaches of it and explore the applicability of learner autonomy in various educational contexts. Etymologically, the word 'autonomy' has its origin from Greek 'autonomia' which derives from 'autonomos' meaning 'having its own law'. The concept is found in different domains such as politics, education, philosophy and psychology. According to Lawson (1998), autonomy's natural home is in the political realm. In this respect, autonomy refers to self-determination by an individual. In other words "autonomy means freedom to determine ones own actions, behavior, etc." (Collins English Dictionary 2009), or simply freedom of action.

In the field of education, the following definition of autonomy given by the Longman Dictionary of Contemporary English (2009) is quite relevant. It

defines learner autonomy as "the ability or opportunity to make own decisions without being controlled by anyone else." This definition is useful in two aspects. First, it defines learners autonomy as 'ability' and to make a decision. Second, it refers to the freedom of individuals from others' control and hence underlines the central role of individuals as being in charge.

2.1.2 Defining Learner Autonomy

Learner autonomy simply refers to the ability that learners develop to work independently without anyone's interference. Holec's (1981) seminal work provided a definition of learner autonomy as the "ability to take charge of one's own learning". He stated that being an autonomous learner means that one is able:

to have, and to hold the responsibility for all the decisions concerning all aspects of this learning, i.e. determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedures of acquisition properly speaking (rhythm, time, place, etc.); evaluating what has been acquired.

(Holec, 1981, p.3)

This definition highlights 'responsibility' and 'capacity' as key features of learner autonomy.

Little (2003) stands at the same pole and defines learner autonomy as:

Essentially, autonomy is a capacity for detachment, critical reflection decision making, and independent action. It presupposes, but also entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy

will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts. (p. 4)

In other definitions of learner autonomy, the words 'ability' and 'take charge of' have often been replaced by 'capacity' and 'take responsibility for' respectively (Dang, 2012). For example, Little (2003) conceptualized autonomy as 'a capacity for detachment, critical reflection, decision making and independent action'. In this definition, Little placed psychology at the heart of learner autonomy. Dam (2000) defined autonomous learners as people who are able to take charge of their learning, act independently, and are motivated in the learning process. In another example, Littlewood (1996) described the notion of autonomy as "learner's ability and willingness to make choices independently" (p. 427). He argued that "this capacity depends on two main components: ability and willingness" (p. 428). He also suggested that a person needs to have four subcomponents: Knowledge, skills, motivation and confidence. He suggested that these components be honored in the development of learner autonomy.

Learner autonomy has some basic on language learning, one is that when learners are involved in the decision making process on their language competence, they will be more interested in language learning and it will be more purposeful for them. Research shows that learners are more motivated and self determined when they have control of their learning. So for the development of learner autonomy in language classroom, students must get involved in decision making about the learning (Balcikanli, 2010). The amount of independence that is when learners feel comfortable is a main indicator that they are ready for autonomy. Cotterall (2000) says that "learner autonomy is not just a goal for highly committed completing optional courses, but should be seen as an essential goal of all learning" (as cited in Harmer, 2008).

Nunan (1997) defines learner autonomy in terms of two assumptions : "the degree of learner autonomy" and the behaviors of autonomous learners"

(p. 13). A number of researchers have attempted to define the notion that autonomy is a matter of degree. Nunan (1997) argues that "autonomy is not an absolute concept" (p. 193). He developed a model of five levels of learner actions: "awareness, involvement, intervention, creation and transcendence" (p. 195).

Although there are different definitions of learners autonomy in the world, Sinclair (2000) pointed out some common characteristics of learner autonomy which are generally agreed. These includes that:

Autonomy is a construct of capacity which is not in born: autonomy consists of learners' willingness to be responsible for their own learning; there are degrees of autonomy which are unstable and changeable; autonomy can occur both insider and outside the classroom; autonomy has a social as well as an individual dimension; and that promotion of autonomy requires conscious awareness of the learning process.

(Sinclair, 2000, p.5)

Nguyen (2014) defines learner autonomy as "learners' willingness and ability to take responsibility, to plan, implement, monitor and evaluate his/her learning with tasks that are constructed in negotiation with and support from the teacher (p. 21). For teachers, helping students develop learner autonomy requires attention paid to the negotiation and support their students. In order to foster learner autonomy, the autonomous learner must be willing to be involved in their learning. This means that they must be motivated and active towards their studies.

Sinclair (2000) suggests 13 aspects of learner autonomy which are broadly accepted by the language teaching profession.

1. Autonomy is a construct of capacity.

2. Autonomy involves a willingness on the part of the learner to take responsibility for their own learning.
3. The capacity and willingness of learners to take such responsibility is not necessarily innate.
4. Complete autonomy is a idealistic goal.
5. There are degrees of autonomy.
6. The degrees of autonomy are unstable and variable.
7. Autonomy is not simple a matter of placing learners in situations where they have to be independent.
8. Developing autonomy requires conscious awareness of the learning process.
9. Promoting autonomy is not simply a matter of teaching strategies.
10. Autonomy can take place both inside and outside the classroom.
11. Autonomy has a social as well as an individual dimension.
12. The promotion of autonomy has a political as well as psychological dimension.
13. Autonomy is interpreted differently by different cultures.

2.1.3 Dominant Philosophies Underlying Learner Autonomy

The concept of autonomy in learning has long been part of a wide range of educational philosophies and has recently been identified in educational policy learner autonomy is crucial to the development of lifelong learning. There are three dominant philosophies of learning connecting up with learner autonomy. They are: humanism, constructivism and experiential learning, which are discussed below:

Humanism and Learning Theory emphasizes the importance of affective factors such as: motivation, age, aptitude and learners' attitude towards the language. Humanism as a philosophy is a paradigm that emphasizes sensitivity and compassion towards learners, and the rejection of whatever makes pupils feel is not ease while learning. This is to say, to remove any obstacle or a

psychological barrier that can undermine learning a language such as: stress, anxiety and shyness etc. Roberts et al. (1994, p. 101 cited in Hadi, 2012) claim that: "the effective aspects language learning are as important as the cognitive aspects (and therefore) the learner should be treated in some sense as a 'whole person'".

Constructivism is a philosophy of learning which considers learning as an affective and constructive process. In other words people actively construct or create their own knowledge. Constructivism claims that, knowledge cannot be taught rather it is learnt it means constructed. Thanasoulas (2000, as cited in Hadi 2012). According to constructivism knowledge is built up "by reflecting on our experience, we construct our own understanding of the world we live in Unlike behaviorism, the constructivism theory recognizes the importance of mind in making sense of the material with which it is presented.

Experiential Learning is the process of making meaning from direct experience. Aristotle once said, for the things we have to learn before we can do them, we learn by doing them. Here is one famous proverb 'tell me, and I will forget. Show me, and I will remember, involve me, and I will understand. This means how much the learner is engaged in learning that must he gain the knowledge and that knowledge remains for lifelong.

2.1.4 Versions of Autonomy

Different scholars have presented different versions of autonomy in different ways. These all are jotted below:

Benson (1997) presented three versions of autonomy as below:

1. Technical

- Positivism + focus on learning management.

2. Psychological

- Constructivism + focus on cognitive process

3. Political

- Critical theory + focus on learning content

Ribe (2003) mentioned three models of autonomy as below

-) Convergence
-) Divergence – convergence
-) Convergence – divergence

(as cited in Benson, 2007)

He associates convergence model of autonomy are movement toward shared, other directed curriculum goals; while 'divergence' models are associated with more open approaches to language curriculum.

O'Rourke and Schwienhorst's (2003) presented three version of autonomy as below:

- i) Individual – cognitive perspective
- ii) Social – interactive perspective
- iii) Exploratory – Participatory perspective

(as cited in Benson, 2007)

Holliday (2003) presented three approaches of autonomy as follows:

- i) Native – speakerist approach
- ii) Cultural – relativist approach
- iii) Social approach

(as cited in Benson, 2007)

Smith (2003) made the distinction between weak and strong pedagogy of

learner autonomy as below:

) Weak pedagogy

- Assumes that students lack autonomy
- ". . . autonomy is seen as a deferred goal and as a product of instruction rather than as something which students are currently ready to exercise directly".

) Strong pedagogy

- Assumes that students are already autonomous
- Focus on "co-creating with students optimal conditions for the exercise of their autonomy."

(as cited in Benson, 2007)

Oxford (2003) provided a systematic model for learner autonomy and argued that this model of L₂ learner autonomy consists of four perspectives: technical, psychological, socio-cultural and political critical. Each of these perspectives have four themes: Context, agency, motivation and learning strategies and without one of these perspectives, the model would not be complete.

2.1.5 Levels of Learner Autonomy

In the late 1990s a number of researchers claimed that the notion of autonomy is a matter of levels, there are several models of autonomy levels they are summarized in the table below:

Nunan's model (1997)	Littlewood's model (1997)	Macaro's model (1997)	Scharle and Szabo's model (2000)
<ul style="list-style-type: none"> - Awareness - Involvement - Intervention - Creation - Transcendence 	<ul style="list-style-type: none"> - Autonomy as a communicator - Autonomy as a learner - Autonomy as a person 	<ul style="list-style-type: none"> - Autonomy of language competence - Autonomy of language learning competence - Autonomy of choice and action 	<ul style="list-style-type: none"> - Raising awareness - Changing attitude - Transferring roles

2.1.6 Approaches to Fostering Learner Autonomy

In formal education, the development of learner autonomy is important. However, Benson (2003) noted that "autonomy can be fostered, but not taught." Here are six approaches to fostering learner autonomy presented by Benson (2007). These all approaches to fostering learner autonomy are discussed below highlighting their necessity in language learning.

2.1.6.1 Resource Based Approach

This approach of learner autonomy mainly focuses on the materials and resources and their accessibility to promote learner autonomy. Gardner and Miller (1999) pointed self access centre as "a way of encouraging learners to move from teacher dependence towards autonomy" (p. 8). The centre provides materials which are designed for students to self access and use in their learning and therefore, foster independence rather depending upon the teacher for continual direction.

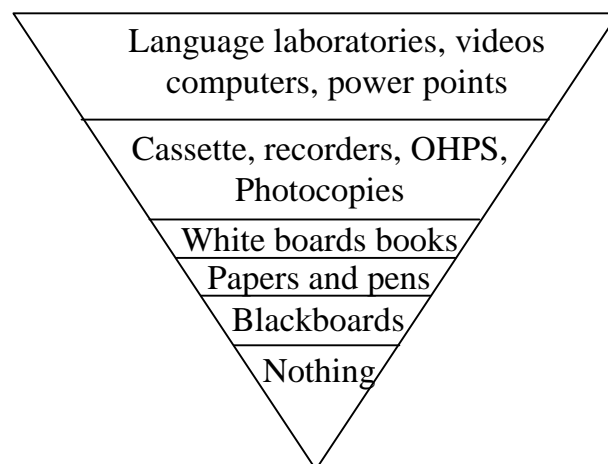
So, even in self access centers, if teacher and learner interaction is not possible, the role of the teacher is to provide the opportunities and support to their students using self access centers and in developing independent learning. However, utilizing self access centers is only one form of teacher learner autonomy.

2.1.6.2 Technology Based Approach

The typical forms of this approach are Computer Assisted Language Learning (CALL). For example, Dang and Robertson (2010, as cited in Nguyen 2014) explores the relationship as well as the impact of computer technology on learner autonomy. In another example Nguyen (2014) shows the use of blogs as a way of fostering learner autonomy. Blogs are one of the virtual settings, whatever learners write on their blogs can be read by others. Accordingly,

young learners are quiet motivated to use blogs because they get a free and easy writing environment. Bogs help learners to develop their skills such as being "able to make decision on their own, be less dependent, and be involved in critical reflection" Nguyen (2014).

The technology Pyramid presented by Harmer (2008,p.175) for technology based approach is as bellows:



2.1.6.3 Curriculum Based Approaches

The third approach to foster learner autonomy is curriculum-based approach. The main emphasis of this approach is negotiation between teacher and learners in the learning content. Cotterall (2000) argues that fostering learner autonomy is "an important and appropriate in language course design" (p. 109). Cotterall (1995) presents five principles for designing language course in order to enhance learner autonomy and language proficiency. They are:

-) Learner goals
-) The language learning process
-) Tasks
-) Learner strategies
-) Reflection on learning

Especially, in an educational context, where there is a limited sources of

teaching and learning materials, the teacher should be aware of the evaluation of textbooks they use. They do not be dependent totally on textbook in the pedagogy, otherwise there may be lack of evidence of learner autonomy in their class. Teachers have to support to the learners providing sufficient materials to make learner aware of their learning and have to facilitate to make them autonomous.

2.1.6.4 Classroom based Approach

This approach of learner autonomy is believed to be fostered through cooperative learning within the classroom context that is, learners are able to be responsible for learning through working with their peers and teachers. This approach emphasizes that, teacher should negotiate, control and responsible with their learners in the setting of goals, the learning process and determining evaluation and assignment (Nyugen 2014). The teachers needs to integrate self assessment and peer assessment into everyday classroom activities (ibid).

2.1.6.5 Learner Based Approach

This is the fifth approach of fostering learner autonomy. The research based on this approach places the focus on training learners to develop their learning skills and strategies. The students just wanted to be involved in certain tasks in decision making such as 'setting the goals and evaluating the lessons'.

However, they found it difficult to do these tasks confidently because they were not trained with meta-cognitive skills. It is the teachers role to train the students in developing these skills (Nguyen, 2014).

2.1.6.6 Teacher Based Approach

The teacher based approach places the focus on teacher autonomy, teacher education and teacher roles as facilitator (Benson 2007). The assumption of this approach is that the beliefs and perceptions teachers hold have great influence on implementation of learner autonomy in the classroom (Nyugen, 2014). For developing learner autonomy teachers have to play very crucial role inside and

outside the classroom. Teachers have to show the guideline to the learners to reach the higher level of learner autonomy. The review of the six approaches highly shows the very crucial role of the teachers as one of the foremost factor in stimulating learner autonomy.

While observing these all six approaches to learner autonomy, it is clear cut that these all plays the equal as well as crucial role in fostering learner autonomy.

2.1.7 Activities for Promoting Learner Autonomy

Different activities that provide learners with the opportunity to work independently can be used to promote learner autonomy. Harmer (2008) presents a range of activities for training learners to be autonomous, which are as follows:

- a) **Thinking about learning:** Learners are provided with the list of 'can do' statements in terms which they think about their learning. These activities help the learners to reflect on their own learning.
- b) **Taking over:** Gradually learners can take over the responsibility for their own learning. Harmer suggests various activities for this. Such activities includes asking students to use a dictionary which help them to learn meaning of new words independently, and asking learners to develop their own questionnaire for a survey they want to carry out.
- c) **Learning Journals:** Learning journals help learners to be autonomous. They also develop learners' writing skills, help express their feelings, help the teachers to better understand their learners, provide an opportunity for learners to think both what and how they are learning. They enhance memory of the things they have learned.
- d) **Forcing Agency:** Some learners do not just want to take responsibility for their own learning. They feel free when teacher provide them with

the solution to their all problems. Activities like the story circle writing and jigsaw reading activities make learning more structured for students and help them students to contribute somewhat independently.

- e) **The Self-access Centers:** Self access centers are the centers where learners can choose reading materials according to their own interests. They can visit such centers on regular basis or in their own spare time.

To help learners enhance their learning autonomy, O'malley and Chamot (1990) recommended the following nine practical strategies: 1) repetition, when imitating others' speech; 2) resourcing, i.e. referring to dictionary and other materials; 3) translation i.e., using learners' L₁ as a basis for understanding; 4) note-taking; 5) deduction, i.e., conscious application of L₂ rules; 6) Contextualization, i.e. inserting a word or phrase in a meaningful sequence; 7) transfer, i.e. using first language acquired knowledge in the L₂; 8) inferencing, i.e. matching an unfamiliar word against available information; and 9) question for clarification, when asking the teacher to explain. These strategies are quiet explicit and handy for learners.

2.1.8 Characteristics of Autonomous Learners

Autonomous learners are those learners who can use their own ideas and make decisions in each and every challenges. They face in learning process. Dam (2000) specifies that "a learner qualifies as an autonomous learner when he independently chooses aims and purposes and sets goals; chooses materials, methods and tasks; exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation."

Characteristics of autonomous learner include:

-) Critical reflection and thinking.
-) Self-awareness.
-) Taking responsibility for own learning.
-) Working creatively with complex situations.

-) The ability to create own meanings and challenge ideas.

Within the context of education, there seem to be seven main attributes characterizing autonomous learners (Omaggio, 1978).

-) Autonomous learners have insights into their learning styles and strategies.
-) Take an active approach to the learning task at hand.
-) Are willing to take risks.
-) Are good guessers.
-) Attend to form as well as to content, that is, place importance on accuracy as well as appropriacy.
-) Develop the target language into a separate reference system and are willing to revise and reject hypothesis and rules that do not apply; and
-) have a tolerant and outgoing approach to the target language.

Sinclair (2000) states three reasons for helping learners take on more responsibility for their own learning. These are as follows:

-) Learning effectiveness increases when learners take charge of their own learning because they learn what they want to learn.
-) Learners who take responsibility for their own learning can continue learning outside the classroom.
-) Learners who know how to learn can transfer their learning strategies to other subjects.

2.1.9 Teachers' Beliefs

The term 'belief' is a feeling of certainty that something exists, is true or is good. If it is the belief that something is the case, it is the strong opinion that it is the case (Collins Advanced Dictionary of English, 2009). Beliefs are a mental state which one accepts as true. It is a "messy construct" Pajares (1992).

All teachers hold beliefs about their profession, themselves as professionals and matters beyond their profession. The term teacher beliefs are usually refer to educational beliefs. Teachers come to the classroom with own system of beliefs and to some extent, these determine many of the choices they make in relation to what and how they teach.

Richards (1998) defines teacher beliefs as "the information, attitude values, expectations, theories and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" (p. 66). Beliefs are the teachers construct that determine how they approach their teaching. Teachers are typically confronted with several different kinds of tasks: selecting learning activities, preparing students for new learning, presenting learning activities, asking questions, constructing drills, checking students understandings, giving them feedback and so on. It is for this reason that an investigation of teachers' beliefs is necessary in order to gain a better understanding of what goes on in the classroom (Brog, 2001). Teachers may hold one or a combination of beliefs about their students William and Burden (1997) listed seven different ways in which teachers can and do construct learners metaphorically including students as: resisters, receptacles, raw materials, clients, partners, individual explorers, democratic explorers. In contrast, students who do not want to learn, but are made to do so are the least likely to be autonomous.

Woolfolk (2004, p. 6) pointed out that expert teachers not only know the content of the subject they teach, but they also know how to relate this content to the world outside the classroom and how to keep students involved in learning. There are seven areas of professional knowledge that expert teachers know:

- i) The academic subject they teach.
- ii) General teaching strategies that apply in all subjects.
- iii) The curriculum materials and programmes appropriate for their

- subject and grade level.
- iv) Subject specific knowledge for teaching: Special way of teaching certain students and particular concepts.
 - v) The characteristics and cultural background of learners.
 - vi) The setting in which students learn pairs, small groups, teams, classes, schools and the community.
 - vii) The goal and purpose of teaching.

One of the important aspect of teachers' belief is the way in which they actually develop their beliefs. According to Kindsvatter, Willen and Ishler (1988), the sources of teachers' beliefs are as follows:

-) Their own experience as language learners.
-) Experience of what works best.
-) Established practice.
-) Personality factors
-) Educationally based on research based principles.
-) Principles derived from an approach or method.

2.1.10 Role of the Teachers for Learner Autonomy

Teacher is a person who directs and guide the learners towards their bright future and help learners to achieve their destination. Dam (2000) states that:

Let me first of all mention the fact that learners do not necessarily learn what we believe ourselves to be teaching . . . What we can do is give our learners on awareness of how they think and how they learn an awareness which hopefully will help them come to an understanding of themselves and thus increases their self-esteem.

(p. 18)

Teaching is often described as being either teacher centered or student centered. It differs in a number of important ways, including what teacher does, how the lessons are organized, how much the learners actively involved in learning and how much learners control their own learning. There it no doubt that teacher centered teaching places the teacher as the central of the process and in learner centered approaches the learners are given the prime focus.

Little (2009) argues that learning depends crucially on language use and that the scope of learners autonomy is always constructed by what the learner can do in the target language (p. 2). In order to foster learner autonomy, Little (2009) further says that, the teacher should:

-) Use the target language as the preferred medium of classroom communication and require the same of learners.
-) Involve his/her learners in a non stop quest for good learning activities which are shared, discussed, analyzed and evaluated with the whole class in the target language and to begin with very single terms.
-) Help learners to set their own targets and choose their own learning activities subjecting them in discussion, analysis and evaluation – again in the target language.
-) Require learners to identity individual goals but pursue them through collaborative work in small groups.
-) Require learners to keep a written record of their learning. Plan of lessons and projects, lists of useful vocabulary and whatever texts they themselves produce.
-) Engage learners in regular evaluation of their progress as individual learners and as a class in the target language.

(Little, 2009, p. 2)

According to Camilleri (1999) teacher should have three roles as manager, counselor and resource person for learner autonomy. Little (2009), states that to foster learner autonomy in second language teaching and learning the teacher must play the role of getting students more involved in language use to give learners access to a full range of discourse roles. Teachers should have the role of counselors. They need to inform learners and make them capable of choosing the best learning strategies. Learners have to be able to make informed choices. This means knowing the rationale behind the strategies and having time to experiment to find which suits best for each occasion. Teachers must be careful to their learners in any situation of their learning.

2.2 Review of Empirical Literature

Empirical literature is the existing evidence and proof of the research carried out under different universities. It expands the body of knowledge and acquaints the researchers with the available literature in the area of the study. It provides the information about the methods and procedures that other researchers have used in their studies which is helpful for the researcher own study.

Different researches have been carried out by the researchers on learner autonomy outside Nepal and very few researches on learner autonomy have been carried out in Nepal. Some of the empirical studies that I have consulted and reviewed for my study are as follows:

Cotterall (1995) conducted a research in American University of Sharjan on "Developing a Course Strategy for Learner Autonomy". The aim of this research was to find out the crucial role played by teacher/learner dialogue about learning in the classroom, and considers the implications for materials, task design and time management. This research paper emphasized the importance of learners talking about their learning. she further found that

firstly, a vocabulary of language learning shared by all participants is required. Secondly, time must be made available within programmes for teachers and learners to engage in dialogue about the learning process. Finally, teacher education programme need to incorporate practice in the skills required for management of the learning dialogue

Dafei (2007) carried a research on "An Exploration of the Relationship Between Learner Autonomy and English Proficiency." The objective of this research was to explore the relationship of their learners' autonomy and English proficiency. The data collection tools were questionnaire and interview in a sample of 129 non-English majors in a teacher college in China. The data of the subjects were analyzed by T-test and F-test. The finding displayed that English proficiency was significantly and positively related to their autonomy.

Yildirim (2008) conducted a research on "Turkish EFL Learners' Readiness for Learner Autonomy." The aim of this research paper was to identify the university level Turkish EFL learners' readiness for learner autonomy. He researched by taking a sample of 103 education English students of Anadolu university, using 43 item questionnaire as a data collection tool. He concluded his research in a way that teachers in Turkey should encourage and facilitate autonomous behavior in their classrooms by considering their students' cultural specific conditions and readiness for autonomy.

Balcikanli (2010) investigated student teachers beliefs about learner autonomy. The objectives were to assess student teachers' perspectives on learner autonomy, the area of learner autonomy student teacher consider important and the constrains they view as obstacles to development of learner autonomy. The study used a questionnaire survey of 112 undergraduates (75 females and 37 males) at Gazi university in the ELT department. He found that student teachers had clear ideas about learner autonomy and the involvement of students in the learning process. His research also found that students should be

involved in selection of material, homework tasks, classroom management and decision making process.

Borg and Al-Busaidi (2012) researched on "Learner Autonomy: English Language Teachers' Beliefs and Practice." The objective of this research was to find out teacher beliefs and teachers reported practices regarding learner autonomy. It was the qualitative survey research, sample of 61 teachers of English at large university language center in Oman were studied via questionnaires and interviews. They found that the teachers were positively willing to the notion of learner autonomy and its particular benefits for language learners. They also found that most of the teachers believed they could promote learner autonomy in their teaching and among their learners. They also argued that teacher should play significant role to promote learner autonomy in language classroom.

Asmari (2013) carried out a research on "Practice and Prospects of Learner Autonomy: Teachers' Perceptions." The main aim of this research was to find out practices and prospects of teachers' teaching English language to undergraduate Arabian students. It was a survey based study at university level. Data were gathered through a questionnaire having 30 items on a five point scale of agreement. This research concluded that teachers should involve learners in their own learning, giving them ownership of learning objectives and the learning process and getting the learners to reflect about learning and about the target language.

Riasati and Mollaei (2014) conducted research on "Teachers' and Learners' Attitude Towards Applying Autonomous Learning in Language Classrooms". This research study had a objective to find out the differences between teachers and learners' attitude of applying autonomous learning in educational system in Iran. They sampled 140 respondents including 110 learners and 30 teachers. It was qualitative research with 32 items questionnaire designed by George Camilleri. This research found out that students are not mature enough to set

the objectives of the course; selecting materials and syllabus must be left for more experienced people, in classroom management, record keeping and decision making, teachers role is important.

Li and Du (2015) carried out a research on "Teachers' Perspective of Their Role and Student Autonomy in the problem based learning (PBL) Context in China". This research had aimed to find out teachers' perception of how they act in real classroom situation. This was a qualitative research carried out among two Chinese universities' teachers by using semi-structured interview and observation as a main tools to collect data. They found, to build up a students centered learning approach such as PBL educational practitioners do not only need to transfer teachers' perception of their role and student learning autonomy but also need to confront cultural issues in China.

Joshi (2009) carried out a research on the topic "Learner Autonomy: A Case of M.ED. Students". The main objectives of this research were to explore what students perceptions are of the roles of their own and that of their teachers in learning and to find out how learner autonomy has been watched from the teachers' view point. It was a mixed-methodological survey design conducted by taking a sampled of 80 English major students and 6 teachers from the Department of English Education, University Campus, T.U., Kirtiupr. Data were collected through questionnaire and interview as main tools and collected data were analyzed qualitatively and quantitatively. The findings of this research showed that students undertake various plans and activities so as to learn and improve their English. Moreover, they view their roles as an important factor in such learning; also take their teachers' role equally important tool. The research study also found that the teachers and the learners both are highly positive towards autonomous learning.

Sapkota (2014) carried out a research on "Use of Self-Access Centers for Learners Autonomy". The aim of the study was to investigate the autonomous

activities of students in learning in self access center and to find out teachers attitude towards self access centers. He conducted a survey research with sample of 8 teachers and 80 students using questionnaire and interview as data collection tools. He had used purposive non-random sampling strategy as a data collection procedure. The finding of this research showed that learners themselves are the primary sources to develop their own English language learning capacity. This research also found out that classroom environment, family background, teachers personality factors, educational background of the society and self access centers are other affecting factors to learn English.

Khanal (2014) conducted a research on "Activities Used for Promoting Learner Autonomy". This research aimed to find out the students strategies for promoting autonomy in their language learning and to find out the teacher's activities for promoting learner autonomy in language learning. It was the qualitative case study design conducted by using autonomous activities scale and observation as the main data collection tools. He had selected the purposive non-random sampling procedure and collected data by observing a class of 30 students and a teacher at Reliance International Academy grade XII. This research found that the teacher the explanation, discussion, narration, question answer, role play, information gap, and vocabulary and grammar games to make learners autonomous in the language classroom. It was found that the teacher played the role of facilitator, guide, participant and dynamic resources for promoting learner autonomy.

2.3 Implications of the Review for the Study

Through the intensive study on theoretical and empirical literature I got clear direction to conduct the research. I have reviewed altogether thirty plus literature regarding learner autonomy and teacher beliefs. The review of related

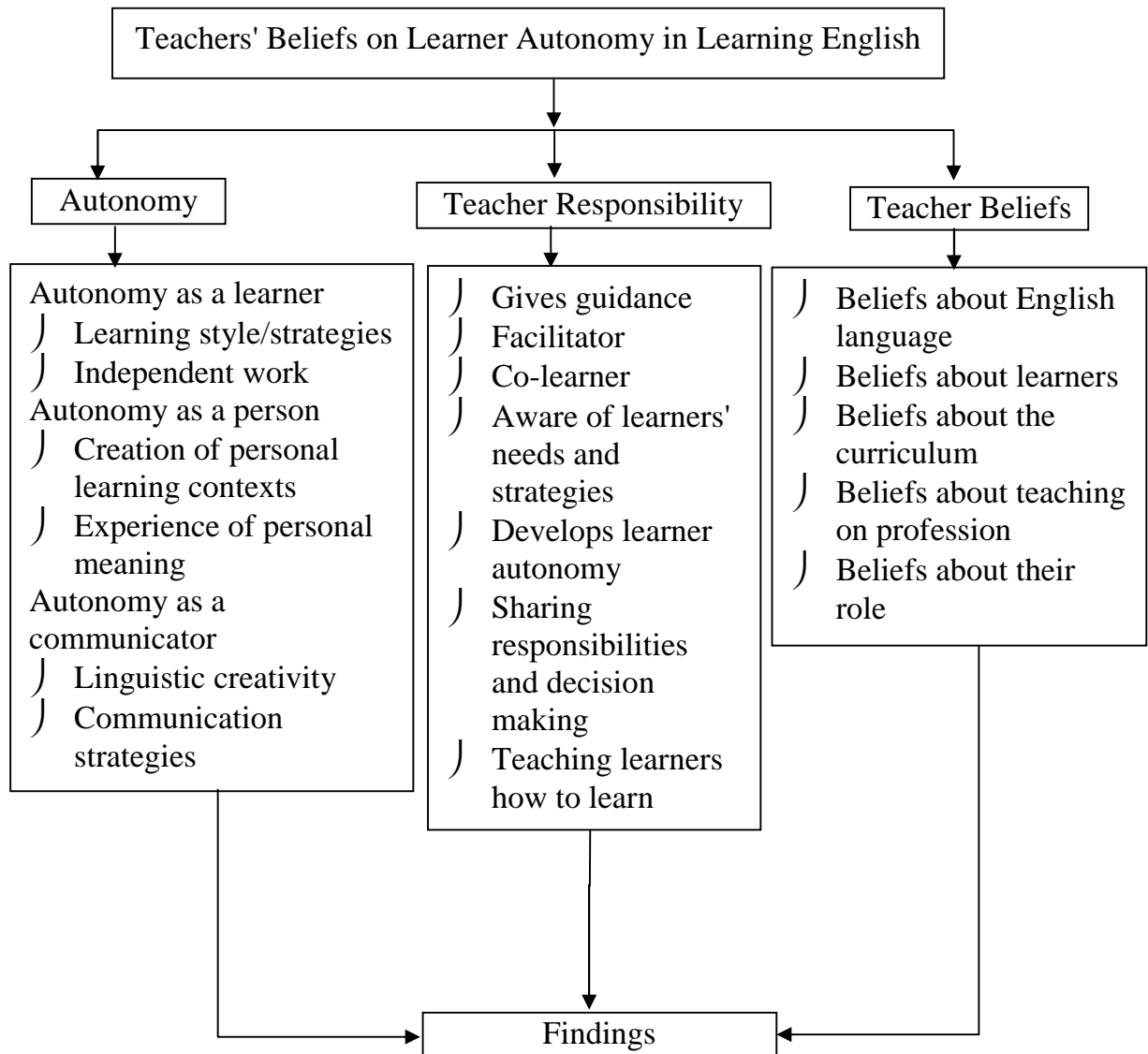
literature made me feel the need to carry out the research on this field. They also helped me in order to recapitulate my courage and enthusiasm.

From the reviewed work of Cotterall (1996) and (1999) and learnt that learner autonomy should be developed through different strategies keeping them inside the course. Lida (2009) focused on the use of blogs to develop learner autonomy. Yildirim (2008) found that learner autonomy should be encouraged in language classroom and students cultural specific conditions and readiness also be focused. Murrey (1999) found that in order to work independently learners have to self discipline and desire to learn and learners should be motivated to learn. Asmari (2013) found that teacher should involve learners in their own learning. Oxford (2003) provided a systematic model to develop learner autonomy in L₂ learning course. Macaro (2008) found that risk taking is more important to develop learner autonomy. Turloiu and stefansdottir (2011) found that education policy should be clear to develop learner autonomy according to them learner all over the world are same. Riasati and Mollaei (2014) argue for teachers' role added that teacher should develop course objectives and materials to develop learner autonomy. Dafei (2007) found the significance of English proficiency for learner autonomy. Balcikanli (2010), Brog and Al-Busaidi (2012), Joshi (2011), Barillaro (2011) found the teachers positive feeling towards the notion of learner autonomy and teacher should facilitate the learners to promote their autonomy. Sapkota (2014) has found that learners themselves are primary source to develop learner autonomy. Similarly Khanal (2014) has found the teachers role as facilitator, guide, participants and dynamic resources for promoting learner autonomy.

After reviewing the literature I got a lot of ideas regarding teacher beliefs of learner autonomy. I learnt some crucial guidelines and insights for my survey study. The researches carried out by these all researchers are the prime source, and "basis of my research study".

2.4 Conceptual Framework

This study on "Teacher Beliefs of Learner Autonomy in Language Learning" will be based on following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The research adopted the following methodological procedures to accomplish the objectives of the study.

3.1 Design of the Study

To find out the teacher beliefs of learner autonomy in language learning, the research followed mixed research method (i.e. both quantitative and qualitative) in general and survey research design in particular. Survey research is the most popular design of research in social science including in the field of education. According to Cohen and Manion (1985) "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large-scale government investigations to small scale studies carried out by a single researcher". Bryman (1989) states "Survey research entails the collection of data on a number of units and usually at a single time, with a view of collecting systematically a body of quantifiable data in respect of a number of variables which are then examined to differentiate pattern of association." The purpose of survey research is generally to obtain a snapshot of condition, attitude and events at single point of time. Similarly, Cohen et al. (2010) assert that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation. Likewise, Nunan (2010, p. 140) states "survey are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics".

Cohen et al. (2010, p. 209) have given the following process of survey research:

) Defining the objectives.

-) Decide the kind of survey required.
-) Formulate research questions or hypothesis.
-) Decide the issues on which to focus.
-) Decide the information that is needed to address issues.
-) Decide the sampling required .
-) Decide the instruments and materials required.
-) Generate the data collection instruments.
-) Decide how the data will be collected.
-) Pilot the instrument and refine them.
-) Train the interviewers.
-) Collect the data.
-) Analyze the data.
-) Report the result.

This study was of survey type because of the following reasons:

- i) This study was carried to know the teachers' beliefs on learner autonomy in language learning.
- ii) This study represented the whole Kathmandu and Lalitpur district.
- iii) Population sample was carried out from the large number.
- iv) Triangulation approach of data collection was used.
- v) Data was collected at single time.
- vi) The findings were generalized to the whole population.

3.2 Population, Sample and Sampling Procedure

All the English teachers of Kathmandu and Lalitpur districts who were teaching at higher secondary level were the population of the study. Thirty teachers from higher secondary level were the sample of the study. The

researcher used purposive non-random sampling procedure to select the respondents.

3.3 Study Area/Field

The geographical area was Kathmandu and Lalitpur districts and the academic area was the learner autonomy (SLA)

3.4 Data Collection Tools

For collecting data the researcher only used semi-structured questionnaire as a tool.

3.5 Data Collection Procedure

In order to collect data, the researcher visited different colleges of Kathmandu and Lalitpur districts. After building rapport with concerned authority and respondents, the researcher selected the English language teachers to collect the data and then distributed the questionnaire to the selected respondents.

3.6 Data Analysis and Interpretation Procedure

Data were analyzed quantitatively and qualitatively. Interpretation was made after the analysis of data.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter is mainly concerned with the analysis and interpretation of collected data. The data collected through both the qualitative and quantitative tools have been analyzed and interpreted by using various descriptive statistical tools and the display devices. In other words, it includes the process of shifting, organizing, summarizing and synthesizing the data to reach at the results and conclusions of the study. The researcher has presented data in frequency tabulation, cross tabulation and diagram as per their nature and need.

4.1 Analysis of the Data and Interpretation of the Results

Here, the responses from the higher secondary level English language teachers regarding their beliefs and practice of learner autonomy in the process of SLA are analyzed and interpreted under the following sub-headings.

4.1.1 Meaning of Learner Autonomy

In order to have general picture of the participants' beliefs and practices regarding learner autonomy, question of section 2 has been made. This section is also designed to investigate teachers' concept of the term learner autonomy. All the detail of this section is presented according to the questionnaire filled up by the teachers.

Table 1
Teachers' Beliefs Regarding Learner Autonomy

S.N.	Responses		
	Definitions	No.	%
1	A capacity that teacher help learners to developing in the learning process.	7	23.33
2	Learners right to take control of their own learning	11	36.66
3	The same as self-study.	5	16.66
4	The situation in which learners are totally responsible for their own learning.	7	23.33
5	Others	0	0

In the table above, it is clear that 36.66% (i.e. out of 30, 11) teachers picked up the second definition (learners right to take control of their own learning); seven teachers i.e. 23.33% ticked the first definition (a capacity that teacher help learners to developing in the learning process); while equal number of teachers i.e. 23.33% ticked the fourth definition (the situation in which learners are totally responsible for their own learning) and only five teachers i.e. 16.66% ticked the third definition (The same as self study). But none of the teachers viewed their own definition of learner autonomy as in the fifth option. The table above shows that, a high number of teachers agreed learner autonomy as learners right to take control of their own learning.

4.1.2 Teachers' Responsibility in the Classroom

This section of the likert scale containing eight items is indicated to find out the teachers' beliefs regarding the role and their responsibility in teaching/learning an SL. From the data obtained through questionnaires several responses by the respondents are presented in the table 2.

Table 2
Teachers' Beliefs of Their Responsibility in the Classroom

S.N.	Statements	Responses									
		SA		A		U		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Teacher should make students use much self-study materials to learn English.	10	33.33	17	56.66	0	0	3	10	0	0
2	Teacher have to be responsible for making students engage in learning English.	10	33.33	12	40	2	6.66	4	13.33	2	6.66
3	Teacher should encourage and inspire their students to learn English.	16	53.33	12	40	0	0	1	3.33	1	3.33

4	Teacher should be responsible for monitoring the learning process to learn English better.	14	46.66	14	46.66	0	0	0	0	2	6.66
5	Teacher should point out the students errors.	8	26.66	14	46.66	1	3.33	6	20	1	3.33
6	Teachers should provide different tasks to the learners to make students better learning.	10	33.33	16	53.33	2	6.66	2	6.66	0	0
7	Teachers should guide students to	8	26.66	18	60	2	6.66	2	6.66	0	0

	make them aware of using library.										
8	Teachers should be responsible for success and failure of the students learning.	4	13.33	10	33.33	4	13.33	8	26.66	4	13.33
Average		33.33		47.08		4.58		10.83		4.16	
Percentage		80.08%				4.58%		14.99%			

Analyzing the obtained data of item 1; it has been seen that out of 30, 33.33% strongly agreed the fact that, the teacher should make students use much self study materials to learn English. Similarly, majority of the teachers i.e. 56.66% were agree with the statement. Likewise, only the minority of the teachers i.e. 10% teachers disagreed it; while no responses were given to the unsure and strongly disagree. So, obviously, this shows the fact that teacher should make students use much self study materials to learn English.

Analyzing the responses to item 2; we can observe that (i.e. out of 30, 10) 33.33% teachers were found strongly agree and 40% were found agree to the statement. This shows that the teachers were in favour of teachers' responsibility for making students engage in learning English. On the other hand, very few i.e. 6.66% teachers were found unsure with the same statement. Whether 13.33% teachers were found disagree and 6.66% teachers were found strongly disagree with the statement. So, this implies that teachers have to be responsible for making students engage in learning English.

Item 3 was to find out whether teachers should encourage and inspire their students to learn English. The analysis showed that the vast majority of the teachers were in favour of this statement, i.e. 53.33% were strongly agreed 40% were agreed. In the same case, only a few teachers i.e. 3.33% disagreed that teacher should encourage and inspire their students to learn English; while the equal number of teachers remained undecided. But none of the teachers were found unsure to the same item. This clarifies that teachers should encourage and inspire students to learn English.

Item 4 was designed to investigate the teachers' responsibility for monitoring the learning process to learn English better. We can observe in the table that out of 30, 46.66% were found strongly agree and equal number i.e. 46.66% were found agree to this item. On the other hand, only 6.66% teachers were found to be strongly disagreed with the statement. But none of the teachers were found to be unsure and disagreed on it. By analyzing this item it seems sure that, it is the teachers' responsibility to monitor the learning process of students to learn English better.

Item 5 was included in the tool so as to find out the role of teachers in error correction from the view point of their own. On the table above it seems that, (out of 30, 8) 26.66% respondents strongly agreed and 46.66% agreed, which is a high number in favour of the teachers' responsibility to do so. On the other hand only 3.33% were found to be unsured; whereas 20% were found disagree and a few i.e. 3.33% were found strongly disagree with the statement. This shows that most of the teachers believed upon teacher should point out the students error.

Regarding the teachers' responsibility to providing different tasks to the learners to make students better learning, as in the item 6, 33.33% (i.e. out of 30, 10) strongly agreed it. Majority of the respondents i.e. 53.33% agreed it. A few numbers i.e. only 6.66% respondents were unsure; while the equal number 6.66% were disagreed with the statement, but none of the respondent strongly

disagreed it. The aforementioned data shows that teachers should provide different tasks to make students' better learning.

Similarly, 26.66% teachers were found strongly agree to item 7, that was teacher should guide students to make them aware of using library. Likewise, a majority i.e. 60% teachers agreed the statement. On the other hand, out of total, 6.66% teachers seemed unsure with the same case; while the equal number of teachers disagreed the statement. But none of the teaches seemed in favour of strongly disagree. From the data above we can see that most of the teachers are in favour of their own responsibility to make students aware of using library.

The final item of this section, mentioned above (i.e. item 8), was designed to find out the teachers' responsibility for success and failure of the students learning. The aforementioned table shows that, out of 30, 13.33% teachers were found strongly agree and 33.33% were found agree on the statement. In the same case, 13.33% teachers were found unsure; while 26.66% teachers were found disagree and 13.33% teachers were found strongly disagree on the same statement. In the table above, most of the responses have been in the positive side that the teachers have a great role in learning. Though they have viewed that even without a teacher students can do but it is the teacher who has a big responsibility in learning English.

4.1.3 Evaluation Sheet for Current Students Autonomy

This sub-heading has contained seven items and these are designed so as to measure the teacher beliefs about how they evaluate students autonomy for learning English. All the details received from questionnaire are shown accordingly.

Table 3**Teachers' Beliefs of Evaluation Sheet for Current Students' Autonomy**

S.N.	Statements	Responses									
		SA		A		U		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
9	Students are able to find out their own ways of practicing English	0	0.00	14	46.66	2	6.66	10	33.33	4	13.33
10	Students are able to use much self access materials to learn English.	5	16.66	11	36.66	4	13.33	7	23.33	3	10
11	Students are able to choose their learning activities for each lesson.	0	0	13	43.33	7	23.33	10	33.33	0	0
12	Students are able to evaluate their study outcomes for each lesson for better learning.	2	6.66	16	53.33	4	13.33	7	23.33	1	3.33

13	Students are able to solve problem on their own.	10	33.33	11	36.66	2	6.66	5	16.66	2	6.66
14	Students are able to learn through cooperation and collaboration.	16	53.33	10	33.33	0	0	2	6.66	2	6.66
15	Students are able to work autonomously and put into question their learning process.	8	26.66	14	46.66	5	16.66	3	10	0	0
Average		19.53		42.38		11.43		20.95		5.71	
Percentage		61.91%				11.43%		26.66%			

Item 9 in the table was to measure the students ability to find out their own ways of practicing English. Here, out of 30, none of the teachers were seemed strongly agree where as, 46.66% were seemed agree upon the item. Similarly, 6.66% teachers were unsure; while 33.33% teachers were disagreed and 13.33% teachers were strongly disagreed with the statement. From the above data, the result shows that teachers should help students to find out their own ways of practicing English.

We can also observe that, item 10 was planned to find out teachers' beliefs about students ability to use much self access materials to learn English. Here, out of 30, 16.66% were strongly agreed and 36.66% were agreed to the item. Whereas, 13.33% teachers were seemed unsure; while 23.33% teachers were

seemed to be strongly disagreed. According to the item analyzed, the result shows that majority of the teachers have an agreement on the statement.

Item 11 was to find out what teacher viewed regarding whether students are able to choose their learning activities for the lesson. The analysis shows that, out of 30, 43.33% were agreed and none of the teachers were strongly agreed to the statement. Similarly, out of the total responses, 23.33% remained unsure and 33.33% disagreed it. After analysis it can be concluded that majority of the teachers have an agreement on the statement.

Whether the students are able to evaluate their study outcomes for each lesson for better learning or not has been investigated by item 12. The analysis shows that, out of 30, only 6.66% strongly agreed and a majority i.e. 53.33% agreed the statement. In the same case, 13.33% remained unsure; while 23.33% disagreed and only 3.33% respondents strongly disagreed the fact. In conclusion we can say that most of the teachers were agreed with the statement.

Item 13 was prepared to get teachers' beliefs on students' ability to solve any problems on their own. The analysis shows that 33.33% strongly agreed the statement. Similarly, 36.66% teachers agreed it. Only the minority i.e. 6.66% remained unsure; whereas, 16.66% were infavour of the option disagree and 6.66% were found strongly disagree with the same statement. From the analysis of this item, the result shows that most of the teachers are agree with the students ability to solve problem on their own.

Analyzing the responses to item 14; a majority (out of 30 , 16) i.e. 53.33 % were seemed strongly agree and 33.33 % were seemed agree upon the statement that students are able to learn through cooperation and collaboration. None of the teachers were found unsure of it though 6.66% were found disagree and the equal number of respondents i.e. 6.66% were also found strongly disagree upon the same statement. This shows that, majority has an agreement on students learn better through cooperation and collaboration.

The final item of this section was strongly agreed by 26.66% respondents that teachers' beliefs on students ability to work autonomously and put into question their learning process. It was also seen that 46.66% of the respondents were agreed to the statement. On the other hand, 16.66% respondents were unsure; while 10% respondents were disagree and none of the respondents were strongly disagree to the same case. From the analysis it seems that, majority of the respondents are found positive towards the opinion strongly agree and agree.

4.1.4 Best Approaches to Foster Learner Autonomy in Educational Context

This sub-heading deals with the different approaches of fostering learner autonomy and aims to dig out the teachers' beliefs about the best approach to foster learner autonomy in educational context. Here is the analysis of how the higher secondary level English teachers, selected in this study, have viewed such approaches in the practice of autonomous learning. All the responses obtained through questionnaire are shown here in table 4.

Table 4
Teachers' Beliefs of Best Approach to Foster Learner Autonomy in Educational Context

S.N.	Statements	Responses									
		SA		A		U		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
16	Providing students learning materials and resources.	6	20	22	73.33	2	6.66	0	0	0	0
17	Applying	17	56.66	12	40	1	3.33	0	0	0	0

	ICT into language classroom.										
18	Teaching students to develop their skills and strategies to become autonomous.	11	36.66	15	50	2	6.66	2	6.66	0	0
19	Training teachers.	18	60	10	33.33	1	3.33	1	3.33	0	0
20	Cooperative learning with other students and teachers.	12	40	15	50	3	10	0	0	0	0
21	Curriculum reform.	9	30	15	50	4	13.33	1	3.33	1	3.33
Average		40.56		49.45		7.21		2.22		0.05	
Percentage		90.01%				7.21%		2.27%			

The result of the responses to the statement 16 shows that out of 30, 20% responses were found in favour the option strongly agree and a vast majority i.e. 73.33% responses were found agree towards providing students learning materials and resources. In the same case only 6.66% responses were found unsure; while none of the respondents responded on disagree and strongly disagree. The analysis shows that providing students learning materials and resources is the best approach to foster learner autonomy.

Statement 17 is to find out the teachers' belief about whether applying ICT into language classroom is good or not. After analyzing the statement the result shows that a great number, (i.e. out of 30, 17) 56.66% teachers were found strongly agree and 40% teachers were found agree to the statement. Only 3.33% teachers were unsure and none of the teachers were disagreed and strongly disagreed to the same statement. From the analyzed data of the statement 17 above, we can say that using ICT into language classroom is most important and best approach to learn English better.

The statement 18 (teaching students to develop their skills and strategies to become autonomous) was kept to measure how much beneficial it is according to the higher secondary level English researchers. The table shows that out of 30, 36.66% teachers were strongly agreed and a majority i.e. 50% teachers were agreed to the statement. On the other hand, only 6.66% teachers were seemed unsure; while the equal number of teachers were seemed disagree with the statement. But none of the teachers strongly disagreed it. From the analysed data, it can be said that teaching students to develop their skills and strategies to become autonomous is the best approach to foster learner autonomy in learning English.

Training teachers was the another approach to foster learner autonomy kept as in item 19. Here, the majority i.e. out of 30, 60% teachers strongly agreed and 33.33% teachers agreed the statement. Only 3.33% teachers seemed unsure and the same number i.e. 3.33% teachers disagreed the same case; while none of the teachers seemed strongly disagreed with the statement. So this can be concluded that most of the teachers are agreed towards training teachers to make learner autonomous.

On the same way, item 20 was designed to find out the teachers' beliefs of whether cooperative learning with other students and teachers is best approach to foster learner autonomy or not. The result on the table above shows that out of 30, 40% teachers were in favour of the opinion strongly agree and the

majority of the responses i.e. 50% were in favour of the option agree. In the same case, 10% teachers were found unsure with the statement. But none of the respondents were disagreed and strongly disagreed it. The result shows that cooperative learning with other students and teachers seemed effective approach to foster learner autonomy.

The final statement 21 of table no. 4 was designed to find out teachers view on curriculum reform as an approach. Analyzing the data, 30% of the teachers strongly agreed and a great number i.e. 50% agreed this approach of fostering learner autonomy. In the same case 13.33% remained uncured; while 3.33% seemed disagreed and the equal number i.e. 3.33% seemed strongly disagreed with the statement. From the result as shown in table above, we can see that majority has an agreement on curriculum reformation.

4.1.5 Fostering Learner Autonomy in Language Classroom

The teacher beliefs of fostering Learner Autonomy in language classroom is recorded according to the responses that the higher secondary level English teachers on the questionnaire in the table below:

Table 5

Teachers' Beliefs of Fostering Learner Autonomy in Language Classroom

S.N.	Statements	Responses									
		SA		A		U		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
22	Learner autonomy is fostered through regular opportunities for learners to complete	4	13.33	12	40	10	33.33	3	10	1	3.33

	task alone.										
23	Learner autonomy is developed by providing sufficient learning materials and resources.	11	36.66	17	56.66	2	6.66	0	0	0	0
24	Involving learners in decisions about what to learn promotes learner autonomy.	10	33.33	16	53.33	2	6.66	1	3.33	1	3.33
25	Confidence language learners are more likely to develop autonomy than those who lack confidence.	12	40	16	53.33	0	0	2	6.66	0	0
26	Motivated language learners are more likely to develop	15	50	15	50	0	0	0	0	0	0

	learner autonomy than learners who are not motivated.										
27	Teachers have to provide exam oriented notes and materials to promote learner autonomy.	4	13.33	2	6.66	2	6.66	6	20	16	53.33
Average		31.11		43.34		8.87		6.67		9.99	
Percentage		74.45%				8.87%		16.66%			

Statement 22-27 were administered to find out the teachers' beliefs about fostering learner autonomy. Regarding statement 22, the table shows that out of 30, 13.33% were strongly agreed and 40% were agreed with learner autonomy is fostered through regular opportunities for learners to complete task alone. In the same case, 33.33% respondents remained unsure; while 10% were disagreed and only 3.33% remained strongly disagreed with the statement. From the table above, this can be concluded that learner autonomy is fostered through regular opportunities for learners to complete task alone.

Out of 30, 11 i.e. 36.66% teachers were strongly agreed and a great number i.e. 56.66% agreed the statement 23. Whereas, only 6.66% were found unsure while none of the teachers had disagreed and strongly disagreed to learner autonomy is developed by providing sufficient learning materials and

resources. From the result above it is fact that learner autonomy is developed by providing sufficient learning materials and resources.

Item 24 was prepared to assess teachers' view on whether learner autonomy can be fostered by involving learners in decisions about what to learn promotes learner autonomy. Out of 30, 33.33% teachers were strongly agreed and a high number of teachers, i.e. 53.33% agreed the given statement. In the same case, 6.66% teachers seemed unsure; where only 3.33% disagreed and the equal number strongly disagreed it. The result shows that involving learners in decisions about what to learn promotes learner autonomy.

Forty percent respondent teachers strongly agreed the statement that confidence language learners are more likely to develop autonomy than those who lack confidence with the statement 25. The majority i.e. 53.33% had agreement on the same statement. Only 6.66% teachers disagreed; while none of the teachers seemed unsure and strongly disagreed with it. The result shows that most of the teachers have their agreement upon confidence language learners are more likely to develop autonomy than those who lack confidence.

Analyzing the responses of item 26; we can observe that 50% teachers strongly agreed and the equal number i.e. 50% teachers agreed the motivated language learners are more likely to develop learner autonomy than learners who are not motivated. But none of the teachers ticked other options. The result shows that motivated language learners are more likely to develop learner autonomy than learners who are not motivated.

Whether the teachers have to provide exam oriented notes and materials to promote learners autonomy or not was investigated by the final statement of the table no. 5. The analysis shows that a few numbers i.e. 13.33% teachers strongly agreed and only 6.66% teachers agreed it. On the other hand, 6.66% teachers remained unsure, but 20% teachers disagreed the statement. In the same case, a great number of respondents, i.e. 53.33% strongly disagreed the

statement. So, obviously this shows the fact that teachers should not provide exam oriented notes and materials to promote learner autonomy.

4.1.6 Constrains of Fostering Learner Autonomy in Educational Context

None of the methods remain permanence because of their situational use and practice in the educational context. Each and every methods have certain constrains. So, this section deals with the constrains of fostering learner autonomy in educational context. Here, are seven statements and each of the statement is analyzed and interpreted according to the responses found out through questionnaire.

Table 6
Teachers' Beliefs of Constrains of Fostering Learner Autonomy in Educational Context

S.N.	Statements	Responses									
		SA		A		U		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
28	Learner autonomy is only achieved by certain learners.	6	20	10	33.33	2	6.66	10	33.33	2	6.66
29	Low level of technology application hinders fostering learner autonomy.	10	33.33	14	46.66	2	6.66	3	10	1	3.33
30	The syllabus and curriculum is	2	6.66	4	13.33	2	6.66	9	30	13	43.33

	everything a teacher use in the class.										
31	Governmental educational policy is the main constrains of fostering learner autonomy.	2	6.66	18	60	4	13.33	3	10	3	10
32	Examinations are constrains of fostering learner autonomy.	0	0	20	66.66	2	6.66	7	23.33	1	3.33
33	Teacher centered teaching methodology is main constrain to foster learner autonomy	10	33.33	15	50	3	10	2	6.66	0	0
34	The student teacher relation is constrain to foster learner autonomy.	9	30	11	36.66	2	6.66	8	26.66	0	0
Average		18.57		43.81		8.09		19.99		9.53	
Percentage		62.38%				8.09%		29.53%			

Regarding the statement 28, learner autonomy is only achieved by certain learners, 20% teachers strongly agreed and 33.33% agreed. Here, 6.66% remained unsure; while 33.33% disagreed the fact and 6.66% strongly showed their disagreement with the statement. The result shows that the majority has disagreement in comparison to others.

Low level of technology application hinders fostering learners autonomy was the 29th statement and here, out of 30, 33.33% responses were found strongly agree. 46.66% teachers were found agree with the same case. A few number of teachers were found unsure and 10% teachers were found disagree with it. Only 3.33% responses were strongly disagreed with the some statement. This shows that level of technology application should be increased for promoting learner autonomy.

Statement 30 was designed to find out whether the syllabus and curriculum are everything a teacher use in the class and the result shows that only 6.66% teachers were strongly agreed and 13.33% teachers were agreed to the statement A few teachers i.e. 6.66% were also found unsure with the statement. On the other hand, 30% teachers disagreed and a majority of the teachers i.e. 43.33% strongly disagreed it. According to the result above, the syllabus and curriculum is not everything a teacher use in the class.

Analyzing the responses to statement 31, only 6.66% teachers seemed strongly agreed and a majority i.e. 60% seemed agreed with the governmental policy is the main constrains of fostering learner autonomy. In the same case, 13.33% remained unsure while 10% seemed disagree and the equal number i.e. 10% seemed strongly disagreed to the statement 31. The result shows that majority has agreement upon the governmental educational policy is the main constrains of fostering learner autonomy.

None of the teachers were strongly agreed with examinations are constrains of fostering learner autonomy but the majority i.e. 66.66% agreed it. With the same statement, 6.66% seemed unsure; while 23.33% seemed disagreed and

only 3.33% seemed strongly disagreed. This implies that examinations are constrains of fostering learner autonomy.

Statement 33 was to find out the teachers' beliefs regarding whether teacher centered technology is main constrain to foster learner autonomy. The analysis shows that out of 30, 33.33% teacher strongly agreed; while 50% teachers agreed it. On the other hand, 10% were found unsure and only 6.66% were found disagree but none of the responses were found strongly disagree towards it. The result from the table above reveals that teacher centered teaching methodology is main constrain to foster learner autonomy.

The table above finally shows the teachers responses on the student teacher relation is constrain to foster learner autonomy. Here, 30% responses strongly agreed and 36.66% agreed the statement. In contrast, only 6.66% remained unsure; while 26.66% disagreed and none of the responses strongly disagreed the statement. Obviously, the table reflects that the student teacher relation is constrain to foster learner autonomy.

4.1.7 Activities for Learner Autonomy

In addition to explore the teachers' beliefs of the importance of learner autonomy in language learning, the questionnaire identities what activities the teachers use to encourage students to learn autonomously. these activities are classified into teaching and learning activities and are elicited by two questions in section B.

35. Please list any teaching activities you do to encourage students to learn autonomously.
36. Please list any learning activities you recommend to students to encourage them to learn autonomously.

The activities suggested by the teachers are presented in table no. 7 and table no. 8 below. However, out of 30 teachers only 25 answered item 35 and 24 answered 36

Table 7
Teaching Activities for Autonomous Learning

Types of activities	Number of mentions	Examples
Promote interaction, collaboration and cooperation among student	30	<ul style="list-style-type: none"> - Use of interactive activities: Group presentation, peer feedback, pair work, group work, dramatization debating, brainstorming, role play. - Ask students to talk about daily activities, summarize what they have read, and share learning experience with peers. - Use games for learning: Cross words, spelling contexts and music
Encourage self-student, self exploration	10	<ul style="list-style-type: none"> - Give students homework - Ask students for presentation on certain topic. - Ask students to listen the recordings - use of self access materials/central, library, internet, radio, T.V., newspaper
Enhance student knowledge about learning strategies	6	<ul style="list-style-type: none"> - Get students to talk or write about certain topics. - learn vocabulary of using dictionary - Instruct learning strategies
Give feedback on students' performance	4	<ul style="list-style-type: none"> - Give feedback and make students aware of their progress.

Promote students teachers dialogues	4	<ul style="list-style-type: none"> - encourage student teachers discussion so students can raise their learning problems.
Use of different modern techniques	4	<ul style="list-style-type: none"> - use of problem solving technique - use of student centered technique - use of guessing game
Encourage students' reflections	3	<ul style="list-style-type: none"> - Ask students to write diaries, logs, reflections etc. - Provide students a peaceful environment where they could read, write, speak, listen - encourage students to do better - encourage students for free writing
Encourage students' involvement	3	<ul style="list-style-type: none"> - involve students on different tasks. - engaged students on different language functions. - involve students in different language skills.

Table 7 displays teaching activities that the teacher reported they used to encourage students to learn autonomously. From the table above, it can be seen that the most mentioned type of activities used to promote autonomous learning are activities that promote interaction, collaboration and cooperation among students (30 out of 64). In other words, the teachers believed that by giving students tasks that allow them to work together and exchange ideas with each other, they had created an autonomous learning environment. The second most mentioned type of activities (10 out of 64) is self study and self exploration activities. These activities require students to work in their own to fulfill the learning tasks, such on doing extensive reading, making presentation and listen to CDs, radio recordings in English. Similarly, the third mentioned type of activities (6 out of 64) is enhance. Students knowledge about learning strategies

and these activities aim at helping students to develop learning skills, and encouraging students' reflection and self-assessment. Likewise, the mentioned activities related to give feedback on students performance, promote students teaching dialogue and use of different modern techniques were equal (i.e. 4 out of 64). The remaining two types of activities were encourage, students' reflections and encourage students involvement mentioned above on table no. 7 shown the equal mentions i.e. 3 out of 64.

Table 8
Learning Activities for Autonomous Learning

Types of activities	Number of mentions	Examples
Encourage self-study, self exploration	34	<ul style="list-style-type: none"> - Ask students to think about his/her future.) read books / articles from library or on the internet) use online resources) read in English) visit self access learning centers) use self learning materials) prepare for lessons in advance) consult the dictionary) use of modern ELT techniques) practice pronunciation daily) read books or extra materials related to the course) make notes by collecting materials) read a lot) use authentic books

		<ul style="list-style-type: none">) read more reference books of different writer - Give students: <ul style="list-style-type: none">) assignment) writing assignment) extensive reading
Promote interaction, collaboration and cooperation among students	16	<ul style="list-style-type: none"> - Use interactive activities: Pair/group work, class work, project work peer feedback, presentation, group learning reference discussion. - Ask students to <ul style="list-style-type: none">) share ideas freely) talk about field trip in the class) go to English speaking centers.
Encourage students reflections	3	<ul style="list-style-type: none"> - Ask students to <ul style="list-style-type: none">) listen and do) listen and draw
Encourage self assessment	2	<ul style="list-style-type: none"> - Ask students to record their voice and do self evaluation
Increase teachers' input	1	<ul style="list-style-type: none"> - Inspire students to teach themselves.

Table 8 summarizes the learning activities that teachers recommended to their students to encourage them to learn autonomously. Similar to the pro-autonomy teaching activities presented in table 7, most learning activities recommended by the teachers focus on providing tasks for students to work on their own. This is reflected in the dominating number of mentions related to activities that encourage self study and self exploration (34 out of 56) and promote interaction, collaboration and cooperation (16 out of 56). The table above also shows that only a few number of mentions were found on the remaining types of activities as three in encourage students reflections, 2 in

encourage self-assessment and only one in increase teachers' input out of 56 respectively.

4.2 Summary of Findings

The research carried out to find out the higher secondary level EFL teachers' beliefs of their responsibilities and approaches to foster learners to foster learner autonomy in learning English. The researcher made the use of Likert type scale and open ended questions as a tool to collect the primary data. He selected different public and community colleges of Kathmandu and Lalitpur districts and purposive non-random sampling was the procedure of data collection. Both descriptive and statistics methods such as frequency, tabulation and percentile had been used to analyze the data. The main respondents i.e. higher secondary level English teachers were asked to fill up the questionnaire and the questionnaire was divided into eight different sections.

Section first of the questionnaire was of having personal information. In order to have general picture of the participants' beliefs and practices regarding learner autonomy, questions in section 2 were designed to investigate teachers' definition of the term learner autonomy; questions in section 3 were designed to investigate teachers roles or responsibilities for planning implementing and monitoring the tasks in the class; questions in the section 4 were designed to investigate how the participants viewed their learners' abilities to evaluate his/her learning in tasks; questions in section 5 were designed to investigate the participants' best approach to foster learner autonomy in educational context; questions in section 6 were designed to find out the participants' beliefs towards fostering learner autonomy in language classroom; questions in section 7 were designed to understand the participants' current situation in relation to learner autonomy, questions on the constrains that they believed they were facing to foster learner autonomy; and questions in section 8 were designed to

investigate the teaching and learning activities recommended by the respondents in language classroom.

1. After analysis and interpretation of the raw data, the research came to find out the fact that 36.66% teachers believed learners autonomy as learners right to take control of their own learning.
2. Regarding the teachers' beliefs of their responsibility in the classroom, it was found that:
 -) The majority, i.e. 56.66% teachers were agreed with that teacher should make students use much self-study materials to learn English.
 -) Forty percent teachers were agreed upon teacher have to be responsible for making students engage in learning English.
 -) A high number of respondent teachers i.e. 53.33% were strongly agreed upon teacher should encourage and inspire their students to learn English.
 -) The equal respondents i.e.,46.66% strongly agreed and agreed the statement teacher should be responsible for monitoring the learning process to learn English better.
 -) Regarding the statement that teachers should point out the students errors, 46.66% surveyed teachers agreed it.
 -) A high number, i.e. 53.33% respondents agreed that teachers should provide different tasks to the learners to make students better learning.
 -) Sixty percent teachers agreed that teachers should guide students to make them aware of using library.
 -) In the case of teachers should be responsible for success and failure of the students learning, 33.33% respondents showed their agreement.
3. After analysis and interpretation of teacher beliefs of evaluation sheet for current students' autonomy of table 3, it was found that:

-) Out of 30, 46.66% teachers agreed that students are able to find out their own ways of practicing English.
 -) Out of 30, 36.66% teachers agreed that students are able to use much self access materials to learn English.
 -) Out of 30, 13 teachers, i.e. 43.33% agreed that students are able to choose their learning activities for each lesson.
 -) The majority i.e. 53.33% teachers agreed that students are able to evaluate their study outcomes for each lesson for better learning.
 -) Out of 30, 11 teachers i.e. 36.66% agreed that students are able to solve problems on their own.
 -) The majority, 53.33% teachers strongly agreed that students are able to learn through cooperation and collaboration.
 -) A high number of teachers, i.e. 46.66% agreed that students are able to work autonomously and put into question their learning process.
4. Being based on the analysis and interpretation of collected data from table 4 above, it was found out that:
-) The maximum surveyed teachers i.e. 73.33% were agreed with Providing students learning materials and resources as best approach to foster learner autonomy.
 -) Applying ICT into language classroom was strongly agreed by 56.66% respondent teachers as best approach to foster learner autonomy.
 -) Fifty percent teachers were agreed with teaching students to develop their skills and strategies to become autonomous as best approach in educational context for developing learner autonomy.
 -) Sixty percent teachers strongly agreed the training teachers as best approach for fostering learner autonomy.
 -) Fifty percent teachers were agreed with cooperative learning with teachers and students as best approach for developing learner autonomy.

-) Fifty percent surveyed teachers agreed that curriculum can be reformed to foster learner autonomy.
5. Regarding the teacher beliefs of fostering learner autonomy in language classroom in table 5 above, it was found out that:
-) Forty percent teachers agreed the fact that learner autonomy can be fostered through regular opportunities for learners to complete their tasks alone.
 -) The maximum number of teachers i.e. 56.66% agreed the fact that learner autonomy is developed by providing sufficient learning materials and resources.
 -) The majority i.e. 53.33% agreed the fact that involving learners in decisions about what to learn promotes learner autonomy.
 -) Out of 30, 16 teachers i.e. 53.33% agreed the fact that confident language learners are more likely to develop autonomy than those who lack confidence.
 -) The equal number of surveyed teachers i.e. 50% were found to be agreed with the fact that motivated language learners are more likely to develop learner autonomy than learners who are not motivated.
 -) The majority i.e. 53.33% teachers strongly disagreed the fact that teachers have to provide exam oriented notes and materials to promote learner autonomy.
6. The findings derived from teachers' beliefs of constraints of fostering learner autonomy in educational context in table 6 are:
-) Out of 30, 33.33% teachers agreed the fact that learner autonomy is only achieved by certain learners; while equal number of respondents disagreed it.
 -) A high number i.e. 46.66% surveyed teachers agreed that low level of technology application hinders fostering learner autonomy.

-) Out of 30, 43.33% teachers strongly disagreed the fact that the syllabus and curriculum is everything a teacher use in the class.
 -) Sixty percent teachers agreed the statement that governmental educational policy is the main constrains of fostering learner autonomy.
 -) The great number of teachers i.e. 66.66% agreed the statement that examinations are constrains of fostering learner autonomy.
 -) Fifty percent teachers agreed the fact that teacher centered teaching methodology is main constrain to foster learner autonomy.
 -) Out of 30, 36.66% teachers agreed the fact that the student teacher relation is constrain to foster learner autonomy.
7. It was found that, most mentioned type of teaching activities used to promote autonomous learning are activities that promote interaction, collaboration and cooperation among students.
8. It was found that activities that encourage self study and self exploration are most mentioned recommended learning activities for autonomous learning.

Overall, through out the study, it has been revealed that the majority of the surveyed teachers agreed that learner autonomy is important goal of English language teaching as they also believed that learner autonomy is important for effective language teaching.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions of the research and recommendations of the study on the basis of presentation, analysis and interpretation of the data collected and analyzed.

5.1 Conclusions

The major conclusions of the study is as below:

1. Almost all (95%) higher secondary level English language teachers have positive beliefs towards learner autonomy.
2. In average, more than 80% teachers seemed positive on the fact that teachers should have great responsibility to make learners autonomous in language classroom. Similarly, almost respondents agreed that teachers should make students use much self study materials making students engage in learning English, encourage and inspire their students to learn English, monitor the learning process, point out the students errors and so on.
3. With regard to belief about students' ability to become autonomous learner, more than 60% teachers were positive, 10% teachers were unsure and around 30% teachers were negative. So it can be said that teachers do not hold strong positive beliefs about the current abilities of their students to be autonomous learners.
4. More than 90% of the respondents were found positive on teachers' beliefs about approaches to foster learner autonomy in educational context such as : providing materials and resources, applying ICT, training teachers, teaching students to develop their skills and strategies curriculum reform and others.

5. In relations to fostering learner autonomy in language classroom, most of the teachers seemed positive towards learner autonomy developed by providing sufficient learning materials and resources to the learners however least of the respondents were found negative towards providing exam oriented notes and materials to promote learner autonomy.
6. As reported above about teachers' beliefs on constraints of fostering students autonomy for their own learning, the data indicate variability. Where, in average, 62.58% respondents were found positive whereas 29.53% teachers were found negative and a few numbers i.e. 8.09% were unsure on the statements of section 7 (in table no. 4.1.6 chapter 5)
7. Teachers listed various teaching activities to encourage students to learn autonomously, among those all activities promoting interaction, collaboration and cooperation related activities were the most mentioned activities by the respondents.
8. Similarly, teachers recommended so many activities to encourage students to learn autonomously. And encouraging self study, self exploration types of activities were highly mentioned activities by the respondents in section eight.

5.2 Recommendations

Grounded on the major conclusions of the study, the following recommendations can be made.

5.2.1 Policy Level

1. Government and related institutions should provide clear understanding of how they want teachers to understand the concept of learner autonomy and how this concept should be manifested in some way at the classroom level.

2. Learning and teaching materials and textbooks are important aspects that needs to be considered in language education in EFL contexts. So there should be maximum tasks for the students.
3. There should be the topic of learner autonomy from school level to university level which may help learners and teachers for practicing English.

5.2.2 Practice Level

1. Teachers need training to be aware of the importance of learner autonomy to involve the students more in the process and support in introducing new techniques into their classroom.
2. Teacher should focus on learners autonomy related activities to create the student friendly environment and also address need and interests of the students.
3. Textbook and other materials, and resources play a key role in promoting learners autonomy. So both the teachers and students rely heavily on these resources in EFL classroom.
4. Multiple approaches, techniques and activities should be used in language classroom to make class meaningful and effective.

5.2.3 Further Research Level

1. The current study only has been limited to higher secondary level teachers. Similarly, other areas and levels should be further investigated in the field of learner autonomy.
2. This research will provide a valuable secondary source of data for the further researchers.

3. Further studies can be conducted to extend the scope in terms of students, universities and some other locations so that comprehensible and far reaching results can be obtained.
4. This will be beneficial for carrying out a similar type of research in learner autonomy.
5. LA is related to several other phenomena like CALL, SALL, SAC independent learning and so on . So, such comparative aspects are still untouched. Hence, there is the need of broad investigation. For this, this study will be a basis.

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APPENDIX-I

QUESTIONNAIRE

Dear Sir/Madam

This questionnaire is a research tool for my research study. The purpose of this questionnaire is to explore English as foreign language (EFL) teachers' beliefs about learner autonomy. There are no correct or incorrect responses; I am merely interested in your personal point of view. All responses to this questionnaire are completely confidential and will be used for research purpose only.

I owe you at great for taking your invaluable time and also for your kind cooperation.

The Researcher
Dipak Raj Ojha

Section 1

Please give your personal information as asked

Name:

College :

Level of Teaching:

Section 2

Learner Autonomy Means

(Please pick one of the answer below or write your own answer)

1. A capacity that teacher help learners to developing in the learning process.
2. Learners right to take control of their own learning
3. The same as self-study.

4. The situation in which learners are totally responsible for their own learning.
5. Others

Section 3

Teachers responsibility in the classroom

(Please give your opinion about the statements by ticking one answer for each)

SD = Strongly disagree

D = Disagree

U = Unsure

A = Agree

SA = Strongly Agree

S.N.	Statements	SD	D	U	A	SA
1	Teacher should make students use much self-study materials to learn English.					
2	Teacher have to be responsible for making students engage in learning English.					
3	Teacher should encourage and inspire their students to learn English.					
4	Teacher should be responsible for monitoring the learning process to learn English better.					
5	Teacher should point out the students errors.					
6	Teachers should provide different tasks to the learners to make students better learning.					
7	Teachers should guide students to make them aware of using library.					
8	Teachers should be responsible for success and failure of the students learning.					

Section 4

Evaluation-sheet for current students' autonomy

S.N.	Statements	SD	D	U	A	SA
9	Students are able to find out their own ways of practicing English					
10	Students are able to use much self access materials to learn English.					
11	Students are able to choose their learning activities for each lesson.					
12	Students are able to evaluate their study outcomes for each lesson for better learning.					
13	Students are able to solve problem on their own.					
14	Students are able to learn through cooperation and collaboration.					
15	Students are able to work autonomously and put into question their learning process.					

Section 5

Best approach to foster learner autonomy in educational context

S.N.	Statements	SD	D	U	A	SA
16	Providing students learning materials and resources.					
17	Applying ICT into language classroom.					
18	Teaching students to develop their skills and strategies to become autonomous.					
19	Training teachers.					
20	Cooperative learning with other students and teachers.					
21	Curriculum reform.					

Section 6

Fostering learner autonomy in language classroom

S.N.	Statements	SD	D	U	A	SA
22	Learner autonomy is fostered through regular opportunities for learners to complete task alone.					
23	Learner autonomy is developed by providing sufficient learning materials and resources.					
24	Involving learners in decisions about what to learn promotes learner autonomy.					
25	Confidence language learners are more likely to develop autonomy than those who lack confidence.					
26	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.					
27	Teachers have to provide exam oriented notes and materials to promote learner autonomy.					

Section 7

Constrains of fostering learner autonomy in educational context

S.N.	Statements	SD	D	U	A	SA
28	Learner autonomy is only achieved by certain learners.					
29	Low level of technology application hinders fostering learner autonomy.					
30	The syllabus and curriculum is everything a teacher use in the class.					
31	Governmental educational policy is the main					

	constrains of fostering learner autonomy.					
32	Examinations are constrains of fostering learner autonomy.					
33	Teacher centered teaching methodology main constrain to foster learner autonomy					
34	The student teacher relation is constrain to foster learner autonomy.					

Section 8

Activities

35. Please list any teaching activities you do to encourage students to learn autonomously.

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36. Please list any learning activities you recommend to the students to encourage them to learn autonomously.

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Many thanks for giving your time to complete the questionnaire your co-operation is much appreciated.